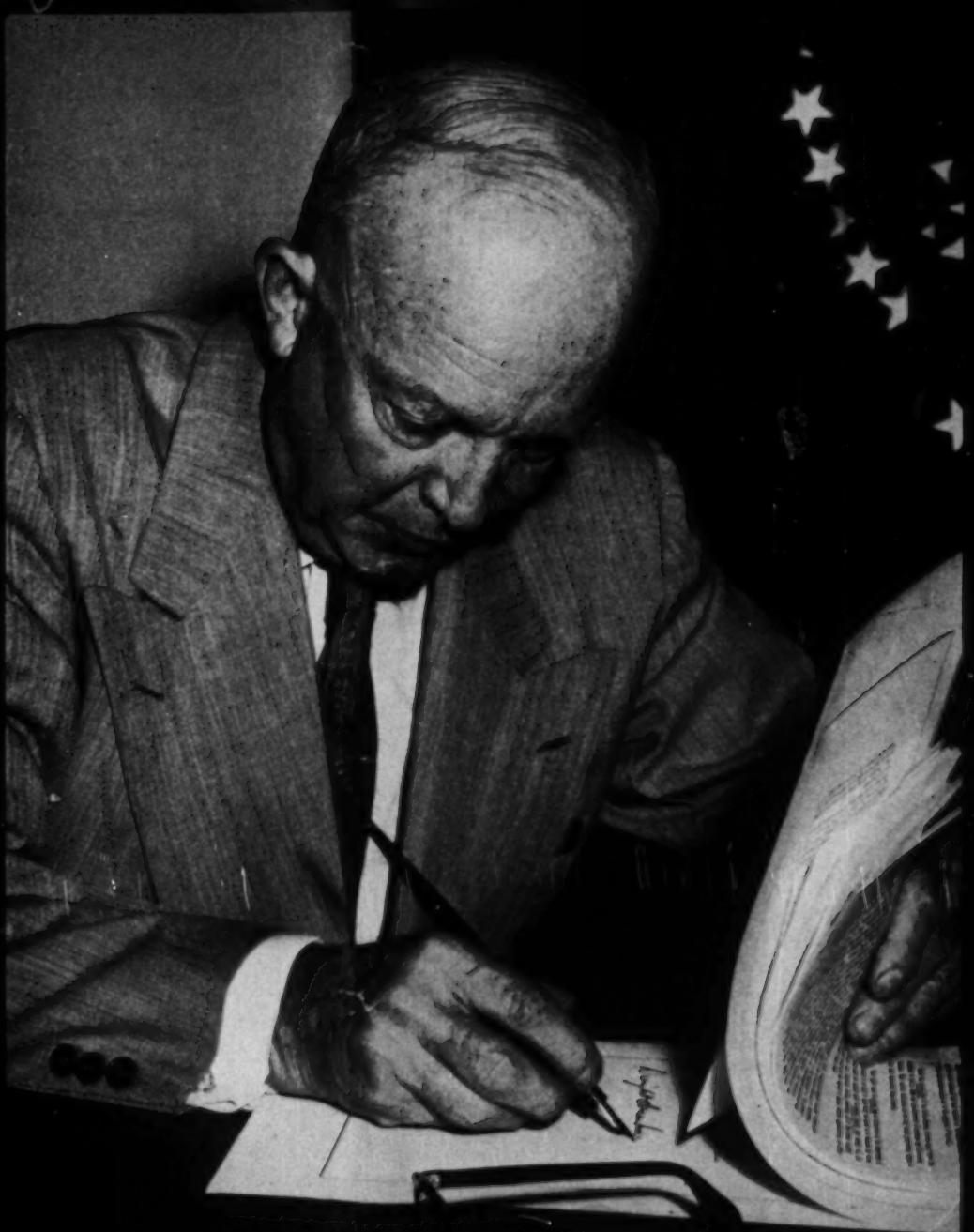


SAFETY

Two Sections • Section One



EDITOR'S NOTEBOOK

Do you like to do a lot of work on your vacation? Neither do we. But President Eisenhower has to when he seeks a little relaxation.

So when the President went to Denver to shoot a little golf and catch a few trout, he took a lot of White House work with him. Among his presidential duties was signing a number of bills passed by Congress just before it adjourned.

One of these bills, glory be, was one granting a federal charter to the National Safety Council—something the Council has been wanting for a long time.

Now, we want to be perfectly honest. The bill the President is signing in the picture on the cover of this issue of *SAFETY EDUCATION* isn't the one granting the federal charter to the Council. This picture was actually taken the afternoon before the morning the President signed our bill. But because we have a hunch the President didn't change much in the few hours intervening between the picture and the signing of the safety bill, we thought we'd use the picture anyway.

For more information about the NSC charter, turn to page 2. For a picture of Governor Earl Warren of California also signing a bill . . . this to provide substantial state aid to cover expense of behind-the-wheel training in the schools of California . . . turn to page 9. And for the details of why two west coast states take differing viewpoints on the subject of legislated driver education, stop at the twin articles preceding Governor Warren's picture: "There Ought Not To Be A Law" (this in the state of Washington) and "There Is A Law" (this obviously in California.)

Also in this issue, among others you'll find a story about a teen-age driving conference in Racine, Wisconsin . . . told by a teen-ager prominent in the organization of that conference; a suggestion from a school patrol sponsor in Philadelphia that you think about next term's safety patrol membership now; another story on what you can expect to hear and see at the coming National Safety Congress; and our second monthly forum . . . this on the topic of how to avoid student driving hazards the night of the big game of the year.

You will, no doubt, have pro or con reactions to most of this material. We hope your reactions will be strong enough to incite you to duplicate the action of President Eisenhower and Governor Warren. No, we don't suggest you sign a bill. But we do suggest you sign your name to a letter addressed to this editor . . . with the letter setting forth your opinions on the same subjects discussed in this issue . . . or on similar subjects you would like to see discussed in *SAFETY EDUCATION* in the future.

Alice M. Carlson

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Further credit where due: Beginning on page 7 you'll find "There Is a Law," by Dr. John J. Urlaub of Berkeley, California, second portion of this month's pro and con discussion of legislated driver education. The facts presented in Dr. Urlaub's article were drawn from his doctoral dissertation. These same facts, in similar but more detailed presentation, appeared originally in the May issue of *Nation's Schools*.

**SCHOOL AND COLLEGE
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Contents of SAFETY EDUCATION
are regularly listed in "Education
Index."

S A F E T Y
Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

Volume XXXIII No. 2 Section One

Alice M. Carlson, Editor

C. H. Miller, Advertising Manager

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N. S. C. Receives Federal Charter



President Eisenhower
Signs Bill
Granting Council
Formal Recognition
of National
Government

The National Safety Council has been granted a federal charter by the Congress of the United States.

President Eisenhower signed the bill at the Summer White House in Denver August 13.

Present plans call for formal presentation of the charter at the opening session of the 41st National Safety Congress and Exposition in Chicago October 19-23.

Charter status means that the Congress of the United States formally has recognized the importance of the accident problem and the work of the National Safety Council.

The Council is one of a limited number of public service organizations to be chartered by Congress. Such a charter means much to the Council. It bestows the prestige of governmental blessing now enjoyed by such public service organizations as the American Red Cross, the Girl Scouts and the Boy Scouts. It stamps the Council's four decades of work and its present stature and character with a seal of approval.

Directors, officers and trustees of the Council believe that the federal charter will increase appreciably the Council's ability to mobilize public support for a more effective national safety program. The charter will not, on the other hand, change the structure, purposes and activities of the Council. Control will remain in the hands of the directors and trustees, operating under the constitution and by-laws.

The Council remains a privately financed and operated organization. It is not now a part of the government nor will it receive governmental appropriations. No changes are made in membership services and dues arrangements.

"The new charter is a challenge to better work and greater effort," said Ned H. Dearborn, president of the National Safety Council. "It offers wider opportunities. And with the help of all those who are now working so hard for safety, such an effort cannot fail."



Teach Safety for Life

Shop safety education must be for the life situation, not just for the school situation . . .

Says Robert E. Jelinek

*Director, Bureau of Veterans Training
Department of Vocational Education
Chicago Board of Education*

AS EDUCATORS we are concerned with training for life situations rather than for school situations. Safety should not be considered something separate from living.

Some school administrators contend that industrial safety instruction is applicable only to vocational schools. They assert that pupils preparing for college entrance, or those taking generally academic work with a sequence of technical shop subjects, have no need for detailed, industrial safety instruction. But they overlook the fact that each year's aggregate of new industrial employees includes but a small percentage from vocational schools. The greater proportion of these new employees come from academic and technical high schools.

Therefore, in the Chicago public schools, all students of shop subjects are given a sustained, comprehensive course of safety instruction as an integral part of their shop experience.

Education is preparation for life. The school is a miniature of the community, with a similar accident potential. The school shop permits youth to experience work practices during developmental years that may well be his basic professional skills tomorrow. If thoroughly learned, these skills may reduce the industrial, public and home accidents of adult years.

The teacher whose shop enjoys a good record in accident prevention over a period of years has quite obviously done a good job of the first phase of safety instruction. Since there is a natural carry-over of safety habits and attitudes, he has already accomplished much of the second phase. To complete the job, however, it will be necessary for the teacher to make students understand that although basic skills required for the successful operation of a given machine are the same in industry as in the school shop,

REMEMBER THIS

- Shop safety education is most effective when given as an integral part of the shop program, instead of being taught as a separate entity . . .
- An effective program must be dynamic and positive—never static and negative in nature. Tie all instruction to real situations as they occur, or as the need arises . . .
- Over-emphasis and unskillful presentation can sour a student on shop safety education. Then we produce the kind of fellow who refuses to cooperate in an industrial safety program later because "he knows all about it" . . . he "had that stuff in school . . ."
- Constant vigilance by teachers and supervisors is needed to keep a school shop safety program functioning. Set up a plan of action and stick to it.

the conditions or circumstances under which the machine is operated in industry may be altogether different.

For example, a high production rate is not a consideration in the school shop; there are no production quotas for the student; there is no incentive pay or piecework rate. The student works at his own comfortable rate of speed; the nature of the work is not repetitive. He works in the school shop for a maximum of three

At right: Whether it's the wood-turning lathe, the band saw, the drill press . . . or any other power tools in the school shop . . . the only right way to use any of them is the safe way. Safety education given under real conditions will make the lesson meaningful for life as well as school.

hours daily . . . usually for only one-and-a-half. The fatigue which comes from longer hours of work and from increased speed of work does not enter the school shop picture. Industrial accidents caused by dulling of senses or by monotonous repetitive operation are never a factor here.

The modern school develops education for safety at all school levels, as a significant part of the school's total program. Unless some person is charged with this responsibility, safety will be neglected. In the Chicago public schools, James J. Griffin is charged with the responsibility, with the title Coordinator of Safety, Interdepartmental Safety Council.

In our vocational high schools, technical high schools, and the larger co-educational high schools, the shop superintendent is in charge of the shop safety program. In the general high schools, which have only a few shops, this responsibility falls upon the technical department chairmen. These men are directly responsible to the principal.

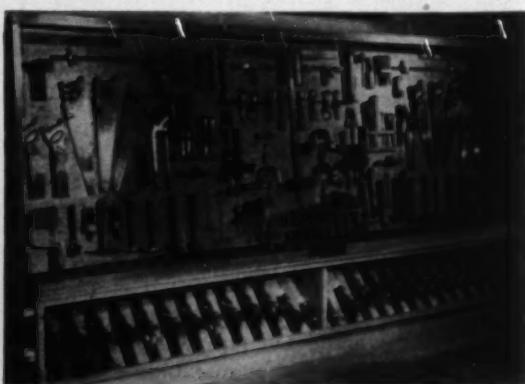
Available to the school administrators, and to the coordinator, are the services of a corps of shop supervisors in the Bureau of Technical Subjects, in our central office. Each shop supervisor is an expert in his own field, each has had many years of successful shop teaching experience. In addition to serving in an advisory capacity, these shop supervisors see that the design of the shops and the maintenance of equipment is in keeping with modern shop safety practice. They make periodic safety inspections to see that shops remain in safe condition.



These are the people who administer the shop safety program in our schools . . . a program which enjoys an unusually fine record of achievement. We have had surprisingly few serious accidents during the last 25 years. Yet statistics show that during that period there have been as many as 65,000 boys daily taking shop courses involving use of both hand and power tools.

Our policy is based on the philosophy that a good, effective shop safety program must be practical . . . and that, since it is training for life situations, it must be based on real situations. The best way to implement such a program is to make it an integrated program. We do not teach shop safety as a separate subject. We do not agree with those who say that shop safety should be discussed regularly at predetermined and announced intervals and for a certain length of time. We believe that the only right way to use a tool or machine is the safe way. Therefore, safety becomes an integral part of each and every discussion, demonstration, and operation. It is given always under real and forceful conditions which cannot help but make the lesson meaningful for the school situation and retentive for the life situation.

I shall describe in detail the shop safety program in one of our large co-educational high schools. In this school courses are given in woodworking, patternmaking, forging, welding, foundry machine shop, electric shop, auto mechanics, and printing. At times there have been



Hand tools also require safe working habits. One of the first safety requisites: keeping the shop neat. All pictures, these pages, from "Working Safely in the Shop," new Coronet Instructional film reviewed on page 25.



as many as 2,100 boys participating in these shop courses daily. Yet during 33 years this school has not had a *single* case of serious injury to a shop student.

How was this record achieved? First, general safety rules governing all shops were adopted, printed, and posted, and given to all shop students. Special safety rules were also prepared for each shop, containing specific rules governing the safe operation of each machine in that shop. Students were required to memorize general rules as well as those pertaining to their own shop. The parent of each boy entering the technical course signed a printed form giving permission for the boy to operate power driven machinery. On the form the parent also acknowledged that the boy had read the general rules and that he understood them. These signed forms remained in the boy's personal folder.

No student was allowed to operate a machine without permission. Permission was never given until the operation was described, discussed and demonstrated by the teacher. Instructions and demonstrations always included safety education pertinent to operation in the school and similar operation in industry. Thereafter each member of the class had blanket permission to perform that same operation.

However, change the operation in any way and permission would be required again, with the necessary instructions and demonstrations preceding. The reasons are obvious. Each instruction and demonstration includes only that safety instruction pertinent and necessary to perform that one operation. When a single new element is injected, we also introduce new and different hazards. For the same reasons

any personal job brought in by students to be done in shop has required special permission and instruction.

Thus by easy stages and orderly, progressive steps a boy is taught the safe operation of all machinery in the shop . . . without running the risk of over-emphasis and attendant lack of interest. By this system, safety education becomes an integral and inseparable part of shop training. So much so that many boys assimilate a large dose of safety education without being aware of it.

All shops in this school are equipped with a large gong. Two strikes on this gong stop all activity and boys gather around the instructor. The signal is sounded whenever anyone has been observed performing an unsafe act. Class discussion follows, the correct method is pointed out and demonstrated, after which the class returns to work. This is effective because it is timely and short . . . because we are discussing a real situation and dealing with an accident *before* it happens.

It is also necessary to deal with accidents *after* they happen; if we wish to prevent the same kind of accidents in the future. Each accident involving personal injury, however trivial, is reported in a printed form, which eventually reaches the coordinator of safety at the central office. Copies go to the shop supervisor in whose shop the accident occurred. As soon as practicable, an investigation of the accident is made by the shop superintendent, the cause is determined, a safe way to perform the job is devised and demonstrated to the class. This demonstration is repeated by the shop superintendent in each and every shop with a similar piece of equipment.

By C. Montgomery Johnson
Public Relations Director
Washington Education Association

There Ought Not to Be a Law...

so says a group of citizens in the State of Washington. They feel that effective driver education programs are more likely to stem from voluntary action than from legislative measure.

ONE of the hottest subjects in the field of school safety today is driver education . . . how it will be instituted, how it will be taught, where it will fit into the overall school curriculum. And in the state of Washington there's a citizen's group which is warmly concerned with the manner in which driver education programs will be extended to their high school youth.

This group of citizens includes traffic engineers, firemen, educators, insurance men, radio and newspaper men, safety experts and representatives of such civic groups as the Parent-Teachers' Association and the American Automobile Association. They met as the 4th Annual Governor's Safety Conference, to consider many of their state's safety problems. Out of their deliberations came this recommendation:

"That driver education continue to be a definite charge of the office of the State Superintendent of Public Instruction, since Driver Education instituted by legislation fails to recognize the necessary physical limitations in the establishment of adequate programs in the school curriculum."

In other words, these citizens then formally declared for the first time that there ought *not* to be a law enforcing driver education in Washington's schools. But the basic idea had been stated at least three times before, as three preceding state safety conferences of lay persons made recommendations replete with "local control" concepts.

This in itself indicates that legislative attempts for driver education have been made in the



past in Washington. Undoubtedly more will be made in the future. But these may well meet with the fate of the bill suggested to the 1951 legislature. This measure, if passed, would have forced the state board of education to prescribe an adequate course of study in motor vehicle driving for the high schools. Legislators showed little interest in the bill and no sympathy for it.

Continued, bottom half, pages 8 and 9



There Is a Law

Since 1949 driver education has been a graduation requirement in California, though behind-the-wheel training has been optional. Now this phase too has been legislated for . . . and financed.

By Dr. John J. Urlaub
*Counselor and Teacher of Driver Education
Berkeley High School
Berkeley, California*

WHAT should be the program of driver education in secondary schools today? This addition to the curriculum has been accepted by more and more schools recently, but its adoption often has been hasty and piecemeal. Administrators are now concerned about size of class, qualifications of teachers, scheduling, and grade levels at which the courses should be offered.

A California law enacted in 1949 states that driver education shall be required of all students in the secondary schools before completion of 12th grade. It does not, however, specify minimum number of hours of instruction. That law made only classroom instruction mandatory; behind-the-wheel instruction has been optional. But now, this year, the California legislature has passed and Governor Warren has signed a new law providing reasonable methods for financing behind-the-wheel training.

The new legislation is described more fully elsewhere on these pages. What follows is a status report of the 1949 program as it has worked out in California to date. The report is based on research conducted in 1952 at the

University of California, Berkeley, under the direction of Prof. Edgar L. Morphet; to some degree it evaluates the earlier program in terms of recognized desirable standards.

A questionnaire was sent to about half of California's public high schools. The schools were a representative sampling, grouped for tabulation purposes according to daily attendance. Group I had 1,500 or more in average daily attendance; Group V had less than 100.

A list of specific criteria was formulated and submitted to a group of recognized national authorities. Their revised statements were used for evaluation. Following are some of our findings:

► About 50 per cent of the secondary schools were offering a driver education course prior to 1949. The course was then offered, however, in only 22 per cent of the largest schools. About half of the schools studied introduced the course in 46-47 . . . perhaps in anticipation of an earlier, 1947 law.

► National authorities agreed that each school should have a qualified staff member authorized to carry out the program. Eighty-five per cent of the schools studied had what they considered to be such a qualified staff member.

► A majority of the teachers had some special preparation for teaching driver education. But 29 of the schools used teachers without special

Continued, upper half, pages 8 and 9

There Is a Law . . . in California

preparation. In 46 per cent of the schools the driver education teacher was selected because of interest in the subject.

► National authorities agreed driver education should be taught separately. Only 13 of the schools offered separate courses. Ninth grade social studies and orientation were most often combined with the course, but 22 other subjects were also used for integration purposes.

► In accord with recognized standards, about 90 per cent of the classes had about the same number of students as similar academic classes.

► About 50 per cent offered six-week courses, but 18 per cent offered fewer than 10 hours of instruction. National authorities feel 30 classroom hours to be minimum.

► Authorities agreed course credit toward graduation should be allowed; 14 per cent of the schools were allowing such credit.

► According to the authorities, students should take driver education when near legal driving age. In California this age is 16 . . . 9th or 10th grade. But 27 per cent of the schools gave the course in 11th or 12th. Fifty

per cent did schedule the course for ninth, but only 23 per cent considered this desirable. Seventy per cent believed driver education should be given in 10th grade.

► Facility in programming was listed most often as basis of grade selection for the course; "maturity of the student" was listed least often.

► Quality and content of the course rests with the teacher, the authorities believed. Ninety-three per cent of the schools agreed.

► Psychophysical testing devices were used by 78 per cent of the schools studied. The authorities agreed they should be.

► Motion picture films were used by 97 per cent of the schools; approximately 50 per cent showed films once a week.

► Several agencies were giving assistance to the program. The California Highway Patrol furnished speakers for 136 classes. But national authorities were reluctant about officers speaking to classes without special training for the work.

► Schools not offering a semester course apparently did not want to do so in the near

There Ought Not to Be a Law . . . says state of Washington

It died a natural death.

Why? Because there is today no apparent need for driver education by edict in Washington schools. Our schools have received three awards in the past four years for superior safety programs, in each case leading or taking second place in the 11 western states. Driver education programs have been increased and improved consistently and voluntarily. True, many high school students still cannot receive driver education. But more than half of our state schools now have well-defined courses plus behind-the-wheel training. And 20 schools have added programs since the Governor's Safety Conference.

Encouragement in the voluntary establishment of driver education by the schools has come from the State Department of Public Instruction, the Washington State Safety Council and the Automobile Club, an A.A.A. affiliate. A well-rounded service program in driver education is provided. Summer training courses for teachers, text materials, films and testing

aids are available. Free training cars are made available through local dealers.

It is such efforts by civic-minded organizations and educators which have made legislative attempts to set curriculum in Washington superfluous. For legislative programs can be rigid and inflexible, impossible of accomplishment in some schools and meaningless in others where local standards are already higher. Actually, imposing driver education on a school from without most often results in an inadequate course of study. The class is most likely tacked-on to the already over-loaded schedule of a hard-working teacher untrained in this field.

Thus legal removal from the school administrator of a responsibility that belongs to him creates a driver education program of little interest to the student and of less value. The next step for schools? Legislated content . . . the disadvantages of which no one should need to point out. On the other hand, in Washington today, through the cooperative, *volunteer* action

future, though approximately 90 per cent of all schools studied believed driver education should be included in a general safety program.

► Behind-the-wheel instruction was offered in 44 per cent of the schools studied. It was offered, however, three times as frequently in large schools as in the smallest. Only 14 schools gave compulsory behind-the-wheel training at all. Two main reasons for not doing so were cost of operation and difficulty in programming. National authorities agreed that complete driver education programs should include both classroom and behind-the-wheel training.

► In about $\frac{1}{3}$ of the schools the same teacher taught both phases; the authorities believed this arrangement desirable.

The recently enacted law to finance behind-the-wheel training constitutes a step forward in driver education in California. And while this study was made for California, other states may be interested in some of the procedures used and the progress thus made to date through a mandatory driver education program. •

of schools with local dealers, state civic groups, and the state department of public instruction, the citizens have developed a driver education program in which those who participate can be proud.

Is our program perfect? Certainly not. More remains to be done to expand and improve it. One major deterrent is financing. But safety-minded organizations and educators both recognize this fact. Studies of self-financed driver education programs, plus additional means to finance existing programs, are already under way. These activities were given further impetus by the recent announcement of a large insurance company that rate reductions of from 5 to 15 per cent would be accorded students completing a standard course in driver education. For realization that driver education for high school boys and girls pays off in better safety records, fewer accidents and lower insurance rates gives real meaning to a program that is the joint undertaking of students, teachers, parents, and community agencies.

That's the way it is in Washington. •



In July Governor Earl Warren of California signed the new "Stanley Driver Education and Driver Training Law" of that state, selecting this as the 10,000th bill he has signed during his term of office. (Watching: Assemblyman Earl Stanley.)

The Stanley bill stipulates that 75 per cent of the excess cost of behind-the-wheel training will be paid by the State General Fund to the State School Fund, with the amount paid by the State School Fund to a local district not to exceed \$30 per pupil trained.

Assemblyman Marvin Sherwin introduced a companion bill, which the Governor also signed, which replenishes the State General Fund monies used for the Driver Training Program.

Mr. Sherwin's bill adds a penalty assessment of one dollar to each \$20 traffic fine or fraction thereof when a person is convicted of a moving violation of the state vehicle code or a city traffic ordinance. California's legislators expect that the Sherwin bill will bring in as much as \$1,750,000 or more annually.

With the enactment of the new laws the California State Department of Education has been asked to adopt new regulations which will upgrade the driver education classroom course and standardize the time allotted to behind-the-wheel instruction in those school districts which desire to qualify under the provisions of the law.

Asked to comment on the new law and the need for it at the time of its passing, Cecil G. Zaun, Supervisor of Safety for the Los Angeles City Board of Education, made these observations:

"How much longer will the public tolerate the growing traffic accident and fatality situation? . . . Who is in the best position to train a generation of safer highway users? . . . How many educators and boards of education have accepted their full responsibility in providing the 'skills and attitudes essential to effective living?' . . . Recognizing that it does cost from \$32 to \$42 to train each person in a recommended six-hour laboratory course of actual behind-the-wheel instruction, how many school districts can finance a program should every student enroll prior to graduation from high school? . . . Where can additional monies be found and how can we get such monies now? If additional monies are not to be found, are the public, school administrators, and school boards or trustees willing to curtail other activities in order to add a complete driver education program of classroom and behind-the-wheel instruction?

"When the answers to the above questions can be given to the satisfaction of all, I would be one of the first to say let's leave the problem to local jurisdiction. But I feel quite certain that our two-millionth traffic fatality will occur while we are still trying to finance the program, unless we all set our philosophy aside and get busy on practical solutions to a problem which is seemingly a national catastrophe each year."



Science for Sitters

*By Mrs. D. L. Poirer
President
Women's Safety Council
St. Joseph, Missouri*

USING the National Safety Council's baby sitter package, and adding a few local touches, the Women's Safety Council in St. Joseph, Missouri, has developed a baby sitter's course which almost any women's group interested in accident prevention to youngsters could sponsor effectively.

It is a course initiated, organized and run by a few women of the community, but run for the schools and on school property. In its first year of operation (the last school term) this baby sitter course proved so popular that it is currently being extended to more schools and more young people of our city.

The success of this program is due chiefly to Mrs. Whitney W. Potter, a representative of the St. Joseph Junior League in the Women's Safety Council. A good organizer and administrator, it was Mrs. Potter who first developed the course outlines, and interested others in pushing it locally; at first she also handled all instruction herself.

By last June we had had five classes in as many different schools, with a total of 80 students. Today we are prepared to conduct the five-hour course for any group that is interested.

When a principal says, "I want every girl in the top grades of my school to have this course", it is one worth describing to the school people of the nation. The baby-sitter class described on these pages by one of its sponsors is such a project; it is also another example of how a community organization and the schools can join forces to solve a common problem.

—The Editor

We thought at first the senior high school girls would be the most likely students. But experience has shown that older girls have outside interests which conflict . . . or they have been sitting for some time and do not feel they need to know more about their work . . . while 6th, 7th, and 8th grade girls are more interested and will give the time for instruction.

Originally, we worked through the Girl Scouts in publicizing and setting up our classes. This

plan continues but now the schools themselves are becoming more and more interested. The classes meet in one-hour sessions, one a week, usually after school hours. A staff of five women now handle the course, each instructing in a different phase of the subject. Mrs. Potter takes the first session, involving introduction to the course and general child care. Mrs. Walter D. Ladd teaches the second hour, devoted to protection of children against accident. Next Mrs. Harold Thomas teaches elementary first aid. Mrs. Potter and myself next together discuss the relationship of sitter and parent. In the final session, with Mrs. Potter and Mrs. Z. A. Zidell in charge, the course is reviewed, a motion picture, "The Baby Sitter," is shown, and a written test is given. Graduation cards, showing successful completion of the course, are presented at this final session.

To demonstrate how the sitter and parent should conduct themselves and what information the sitter should obtain before a parent leaves the house, the women teaching the fourth hour worked out a skit which shows right and wrong ways to do things. This so impressed one class at St. Patrick's school that the girls and their scout leader enlarged the cast and length-

These students in the St. Joseph baby sitter course developed a skit on how the sitter should and should not conduct herself on duty. Parents ask for the names of girls trained in the course.



ened the skit, presenting it at women's organization meetings. The skit was fine advertising for the program.

Props for the course include a life-sized doll, used in instruction on general care of the small child, and such other items as a box of small articles which a child might put in his mouth and choke on. The picture "The Baby Sitter" has proved an excellent teaching aid and it is also used before women's meetings, with a talk

on the baby sitter instruction program, to promote additional classes. Questions and answers are also an integral part of the course; however, they are held to the final 15 minutes of each class session.

Some persons were amused at first by the idea of a baby sitter course . . . or surprised that it should be part of a safety organization's activities . . . until the purpose was explained to them. We consider it one of the most effective programs we have ever had. The girls learn how to protect their young charges against accident hazards. At the same time they acquire understanding of the responsibility of their work. They learn lessons in good conduct and human relations. They learn how to better care for their own children in future years. And they learn much useful to protecting themselves against accidents now and in the future.

What are the known results? The St. Joseph Safety Council, of which our women's group is a division, keeps a record of all girls who complete the course. Parents call the Council regularly to inquire the names of graduates . . . which are furnished to them with the statement that the Council does not recommend any one girl but can only certify that she has had this

Staff for the baby sitter course is, left to right, seated: program director Mrs. W. W. Potter, Mrs. W. D. Ladd, and Mrs. D. L. Poirier; standing, Mrs. H. Thomas and Mrs. D. J. Rehm, Girl Scout leader.



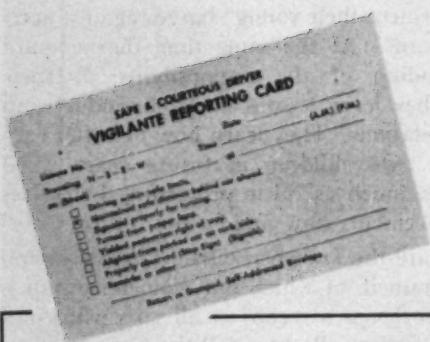
instruction. But it is noteworthy that parents want to employ the girls who have had this training, thus recognizing its value. It is also noteworthy that one school principal recently stated that he wants every girl in the top grades of his school to have this course.

Do you wonder that we see no reason why this program cannot be continued for several years, a growing and helpful contribution to safe living in our community?

and of numerous other reasons, but the following shows how youth of today are

Youth Speaks Out

... And Acts



The conference described here by Sharon Nelson was the opening phase of an all-out safety week in Racine County, with the program built around the Vigilante theme. Five-hundred Vigilantes, members of a special committee, were recruited from all major civic, business and labor organizations and provided with materials for an observation report on driving behavior in the Racine area. Reports stressed good driving as well as bad . . . of the almost 1,700 reports processed, 880 were for courteous driving, 804 for committing unsafe acts. Teen-agers supplied their quota of observers to this task.

Vigilante Week at Racine was climaxed by Safety Patrol Day, featuring a safety parade by 800 members of safety patrol organizations. Safety slogans and school-made floats were much in evidence, providing necessary community understanding of the size and objectives of the local safety patrol movement. In addition the schools circulated 10,000 copies of a specially developed pedestrian leaflet sponsored by the Junior League of Racine.

Says Robert M. Sorenson, Executive Secretary of the Racine County Safety Council, "We are proud of the way teen-agers have taken to this program, especially since they have appointed committees to follow through on recommendations adopted at the conference."

—The Editor

By **Sharon Nelson**

**Secretary, Racine Youth, Incorporated
Racine, Wisconsin**

THE editor of this magazine asked me to write a story about just one day in Racine, Wisconsin . . . the day last May when my home town held its first annual teen-age safe driving conference.

Instead I'm going to tell you about one year . . . about a year-and-a-half in fact . . . the year-and-a-half during which Racine youth set up a worthwhile teen-age organization . . . and about the work that organization did to make our initial teen-age driving conference a success.

January 3, 1952 was an important date for young people in our city. That was the day we held our first meeting to discover whether or not a youth council could be organized here. It took many more meetings and six full months of work to get our group under way. But by June 10 last year we had become Racine Youth, Incorporated . . . and incorporated for these purposes:

*to create social harmony between schools, organizations and different races, creeds . . .

*to afford youth opportunities in the city's life to assume responsibilities, commensurate with their abilities as well as to enjoy its many privileges . . .

*to provide a medium of expression for youth service, recreational and civic matters, and to serve as a clearing house for such matters . . .



Deputy District Attorney Arthur Lucarelli and Probation Officer Gordon Johnson of Racine explained traffic courts and enforcement to young people attending Racine's first teen-age driving conference. Sharon Nelson, author of this article, is seated next to Lucarelli (hand upraised), in front of flag.

*to provide youth a voice in the planning and conduct of their own recreation . . .

*to bring about a more complete utilization of existing recreational facilities for young people . . .

*to give youth an opportunity to practice and experience the principles of democracy in action, so that in later life they can accept the responsibilities of full citizenship in a democracy.

During our first summer there was much talk about whether or not Racine Youth, Inc., would be successful. There were even articles in our local paper stating the faults of our organization. Nevertheless, we got the "go" sign, and we went ahead.

At an early fall meeting we were approached by the Racine Safety Council. Could we do something about the teen-age driving problem in our city and county? We thought so. In late fall a committee was selected to look into plans and ideas for a county teen-age driving conference. By a month later definite plans were laid.

Meanwhile, we sponsored a movie, "The Last Date" in our city movie houses. During the same months we took up a civil defense project. And meetings to plan our conference became more and more numerous. By April most of the details were settled. Speakers had been invited; clubs and organizations whom we wanted to have attend our closed sessions had received letters; publicity was running in our local paper, being heard over local radios. Most of all, our own members were spreading the word to their friends.

Finally the big day came! If our conference was successful, Racine Youth, Incorporated, would have established a name for itself locally. Was it successful? We thought so.

The entire conference was run on an all teen-age basis except for speakers, advisors and special guests. About 60 teen-agers listened to opening addresses by our Mayor and R. C. Salisbury, director of the safety division in the Wisconsin Department of Motor Vehicles. Afterwards, we split up into six sectional groups to discuss: learning to drive legally, use of cars by high school students, the teen-age driving



Racine teen-agers discussing use of cars by high school students held a question and answer period. Russ Brown, School and College Division, NSC, can be recognized at the left end, head table. Also at the table, left to right: William Black, discussion leader; Fred Tichenor, general chairman of the conference for Racine Youth, Inc.; Mrs. J. B. Carse, adult advisor for the group; Joanne Neumann.

record, traffic courts and law enforcement, drivers licensing, and the teen-age insurance problem.

Out of these sessions came 13 recommendations, listed on this page. But before these recommendations were generally agreed upon, there was much talk. For example, we talked about the problem of our driving teacher. Too often, we felt, the driving teacher was not really qualified. Instead, he was an instructor whose class schedule was open at that hour, and so he was picked to handle this subject merely because he had time, not because he had any special training for the work.

There is one problem we all face in such a conference. We reach the good drivers, but those in need of good driving suggestions stay in the back of the picture. In our executive sessions, with only teen-agers present and all adults barred, we took up driving tests and age limits. We stated ourselves that the tests seemed too easy to pass . . . even a poor driver might get a license. Applicants for licenses, we decided, should be given eye tests along with other important examinations. We also suggested that an exam be given every four years, when renewing the license.

In Wisconsin there has been talk of changing the driving age for teen-agers from 16 to 18

RACINE TEEN-AGERS RECOMMEND

1. That teen-age driving age be 16.
2. That licensing procedures be improved.
3. That there be special insurance rates for teen-agers.
4. That there be a written and road test every four years on renewal of a driver's license.
5. That when a question on a driving test is missed, an explanation by the officer in charge be given.
6. That tests be stricter at the end of a school driver education course.
7. That a petition be circulated among schools, clubs and youth groups asking that driver education teachers in all schools have had driver training course, with semester credits in this subject comparable to requirements for teaching other subjects . . . and that these petitions be sent to the office of Wis. Supt. of Schools.
8. That a special youth committee be appointed to study recreation in Racine County and its application to "beer joints" and speeding down the main street in town.
9. That students should not own cars unless necessary, as in the case of out of town students.
10. That parents should not allow frequent use of the family auto. Rather it should be used only for special dates or important meetings.
11. That the causes for the high teen-age accident insurance rates (carelessness, hurry, lack of responsibility, showing-off) be investigated and an attempt be made to seek remedial action.
12. That teen-agers work through student and youth organizations to create popular opinion and feeling among all youth opposed to reckless driving; that we publicize reasons for accidents and methods of prevention; that we give good drivers due credit.
13. That a group be chosen in all high schools, chosen by a sufficiently neutral party in the school, to give notice to both good and bad drivers at each of their respective schools.



Teen-age conference officials with adult advisors: left to right, seated: Kenneth Killberg, Racine Ins. Ass. president; Annemy Kundman; Verna Ryan, secretary of conference; Mary Ann Zatko; Capt. A. Constable, head of traffic div., Racine Police Dept. Standing: Gary Balke; Lt. H. J. Kuchenbach of police juvenile bureau; M. Bandouveris, president, Racine Youth; T. Blanchard, program chairman; J. Fetek.

years. Since I am a teen-ager, and would like to get my license soon, I'm in favor of leaving the age at 16. And, as one delegate said, make the age 18 and there will be more youths driving without a license, simply because we feel mature enough to drive at 16. We decided the license age should be left as is.

Since this was our first conference, we were most anxious to hear comments, both pro and con. One of the subjects most discussed afterwards was that we had said the licensing age should stay at 16. But our local newspaper headlined our other decisions . . . decisions that asked for tighter restrictions on teen-age driving. We asked, for example, for less use of the family car and stricter school driving exams. We also suggested that teen-agers themselves should not own cars unless absolutely necessary.

More important than public opinion, of course, is the reaction of those who attended. The delegates to our conference said they found the general discussion helpful. With the specific problems discussed there and the over-all stress placed on how foolish it is to drive fast, delegates should now be demonstrating better driving habits and setting good examples for their friends. The committees appointed to follow through on our 13 recommendations will strengthen this effect, because they will keep the subject of safety alive among the active members of Racine Youth, Incorporated.

State of Virginia Writes to Teen-agers

C. H. Lamb, Acting Commissioner of the Commonwealth of Virginia Division of Motor Vehicles writes a letter to each teen-ager who successfully passes the operator's license examination in that state. He sends along a reprint of an article from a national magazine which reminds the teen-ager that with the keys of the family car he accepts some responsibility for knowledge of the rules of the road, mechanical ability . . . and courtesy on the highway.

In part, Lamb's letter addresses the teen-ager in these words:

"It has been brought to my attention that you recently successfully completed your examination for a Virginia motor vehicle operator's license. I want to take this opportunity to commend you for the skill you have shown in passing these tests and to pass along to you a word or two of friendly advice.

"The grades you received on your examination have resulted in the Commonwealth of Virginia bestowing upon you the privilege to operate a motor vehicle over its highways. It is especially important to you that you carefully preserve this privilege, for it is not a right; and if you abuse it, your license to drive may be taken away from you. . . . It is my hope that your driving record in the Division of Motor Vehicles will always remain what it is today—fresh and clean with no violations or accidents noted in your file."

parents like it.

That the letter does impress both teen-agers and parents is indicated by the number of replies from both. Said one parent:

"My 15-year-old daughter who has recently gotten her driver's permit got a letter from you today. Thank you! It's certainly an encouragement to get any help from anywhere to make teen-agers more careful. I wish some sort of reminder could be sent them at least once a week or month or something. I wish the age limit could be raised, but maybe it wouldn't do any good. Anyway, I'm grateful for any help. She's calm and apparently careful, but young."

A cadet training program will help you

★ Organize Future Patrols ★ ★ *Now*



This scene at P.S. 53, Richmond, New York, shows confidence of youngsters at crossings when patrols are "on the job."

(Grundy photo.)

WITH the new school year underway and the safety patrol program set for this term, chances are the safety patrol sponsor in your school is currently leaning back in a chair, drawing a well-deserved deep breath, and relaxing . . . at least briefly . . . from the labors of organizing the group, training, drawing up schedules, and outfitting patrol members.

He . . . or she . . . shouldn't be!

Not that the sponsor hasn't earned a momentary rest, especially after the complications undoubtedly unravelled in recent weeks. And not that there are not now other important matters which require teaching and counselling time. But the experiences of the past few weeks should have impressed one fact upon your faculty. . . .

Your patrol sponsor should never again start

By Harold J. Lampert

Safety Patrol Sponsor

J. Hampton Moore School

Philadelphia, Pennsylvania

a school term without trained substitutes for patrol boys and girls who have transferred to other schools, who have otherwise dropped out of the patrol talent pool . . . or who may drop out in the months ahead.

Continuous protection at corners where patrols have been assigned is of utmost importance. Dependence on safety patrol members, by both parents and children, develops certain habits of behavior. Should the patrol member's coverage of his post be interrupted or neglected, this habit of dependence is likely to lead to uncertain . . . even dangerous . . . behavior by younger children usually in his charge.

Nevertheless, it is difficult to anticipate all absences from duty due to illness, class excursions, and delays in completing classroom assignments. To avoid unguarded posts, officers can be used in emergencies. But this should be a last resort, for officers on post can then no longer check patrols on their squad.

Another measure for filling vacancies might be maintenance of a small reserve group assigned to officers for this purpose. But this may cause resentment, for such patrol members will not always be on duty and will thus have free time not enjoyed by regulars. Consequently, it has proved advisable to keep such a group to minimum size.

How, then, does a patrol sponsor anticipate need for . . . and meet . . . future patrol replacements? One way to look ahead, as worked out here in Philadelphia, is to use school records to discover how many patrol members will leave school at the end of next term to move on to higher grades, form a cadet group of sufficient size to fill these ranks automatically.

In Philadelphia, most elementary school patrols are made up of 5th and 6th grade youngsters. It is difficult to secure children at the beginning of the 5th year with whom the teacher is acquainted . . . since he will have just met that class upon promotion into the term. Nevertheless it is imperative that trained 5th graders be on duty immediately as patrol

members, for a new group of school children is already in attendance.

We call upon teachers of the upper 4th grade to recommend young people whom they feel, as a result of almost two terms of acquaintance, have both the potential ability and stamina demanded by safety patrol duty. Then, about seven weeks before the close of each term, parental permission cards and information as to duties of patrols are sent home with this selected group of children.

Once cards are returned, these young people are issued Sam Browne belts dyed a distinctive color to differentiate them from regular patrol members. Each is assigned to work with a regular patrol member who has demonstrated by attention to duty that he or she will set a good example. For the next seven weeks the cadets are trainees on corners. They are also available as reserves for absent regulars.

This period of cadet service is valuable in many ways. Some youngsters (and their parents) do not realize demands placed on safety patrols. The first inclement weather weeds out those who cannot withstand extremes of temperature or climate. Moreover, the cadet who sticks is under constant observation from the regular safety to whom he is aid. This regular reports to the officer in charge of his squad on the cadet's abilities; the officer makes independent observations. In this way the sponsor gains a picture of the cadet's potential as a safety patrolman.

Squad officers question their patrol members as to posts they desire the following term and whenever possible youngsters who have served previously on the patrol are given first choice. Cadets fill the vacancies.

In the last week of school an assembly is held. Certificates of service are awarded to all regular safety patrol members. In addition, youngsters leaving school are given a personal farewell by the sponsor. Cadets are then called forward and presented with white Sam Browne belt and badge, identification card, and handbook.

Is the cadet program popular? As a sponsor, I know it is both popular and successful. Best indications are that youngsters in the upper fourth grade constantly ask their teachers when they will be permitted to join the patrol, that patrol members who have been cadets are doing a good job, and that none have dropped out since earning full patrolman status. I recommend the formation of a cadet corps to any patrol sponsor who wants to do away with the problem of insufficient safeties at the start of each term.



What Did I See?

By Mrs. Marie S. Chard,

Safety Committee, PTA

Julian Curtiss School,
Greenwich, Conn.

IT WAS April first. Three 10 year olds were clustered around the bulletin board at the Julian Curtiss School. "What Did I See?" asked one. "What is this 'What Did I See?' I know, it's an April Fool joke!"

The youngster, like 775 others, was completely baffled that day . . . baffled by the rolling and staring cardboard eyes that looked out from posters plastered over all the school walls.

What was going on? A safety program that was fun. And only those who have had the responsibility of providing a good, sound, educational safety program in an interesting manner will appreciate the pleasure we of the P.T.A. had in sponsoring it.

The original scheme came out of a routine safety meeting where other programs were in plan. One, for example, for bicycles . . . but then every child doesn't ride a bike. One for younger children with emphasis on pedestrian and traffic safety . . . but what about the remaining group that had to be covered? We thought then of a week entirely devoted to watching for hazards, bad habits, attitudes; in other words an unlimited field for observation.

The idea began to develop. Children would report their observations during a period beginning each school day for a week. Each day the class would choose the suggestion they considered best; at the end of the week the five best would be submitted as a class project and judged accordingly. The entire scheme would provide a golden opportunity for impressing children with their own responsibility for keeping their eyes open to protect themselves. Chil-

dren in primary grades could participate as well as older children . . . they might even have a slight advantage as they are generally more aware, or at least more talkative, at that level.

Principal Franklyn O. White will give any new idea a fair trial. School Safety Chairman Ronald Wike felt this idea had possibilities. There remained only the details to be worked out. Why not ask Police Chief John Gleason to judge results? The program took more concrete shape as we tried to put it on paper for his approval. What would we call it? "Safety Unlimited" was pretty trite. Something more appealing would have to be dreamed up for younger children. Suddenly there popped to mind the second grader's constant question: "Mommy, guess what I saw?" And the stock answer: "What did you see?" The second grader had been seeing a remarkable number of things; oftener than not they had some bearing on safety.

Mr. Wike was brimming over with ideas. Why not advertise it with banners? Why not a sustained period of curiosity? Why not enlist the aid of the art department and visual-aid committee? Why not a game to correlate it with the teaching program that week? Well, why not?

The game we decided on was an old one . . . displaying a set of articles, removing them and asking, "What did you see?" Mr. Wike worked out a sight chart with Samuel Mogavero, the art teacher . . . a fish, a clock, a toothbrush, a flag waving . . . 12 items, all simple and clear cut. Upper grade children would be given a minute to study the chart, a minute to write what they had seen, and class averages would be computed and recorded. Primary grade children would not be expected to write but would be given a mimeographed sheet picturing the same articles in different order, and with the

addition of three items not on the chart. Then they would underline or mark what they thought they had seen.

Except for the planning, all work was done by the fifth grade. A talented Chinese student drew the chart; eight posters were drawn by other students; large cardboard eyes, some popping, some rolling, all intriguing, were cut out and fastened to the bulletin board. The students formed testing squads to carry the chart from room to room. Here, on the pretense of "playing a game" they administered the test to other school children. Rivalry for the best class average was keen. Even some teachers were chagrined to find they could not personally score 100 per cent. Teachers used the scoring as a practical arithmetic lesson in

smoking habits of parents . . . from smoking in bed to use of pants cuffs for ashtrays. Accounts of large boys on bikes who swerve to frighten children were overshadowed by another class report on teen-age auto drivers who pretend to run into little boys. One fifth grade class tackled the problem on a community basis, produced a list of valuable suggestions for improvements at cross walks which were put into letter form and sent to Chief Gleason.

Inevitably, all five suggestions were not winners but one was pure gold. What parent will not echo a hearty "Amen" to: "Don't pop balloons when you are riding in cars—it frightens the driver." Or to: "Keep head, arms, all parts of the body inside any vehicle, especially when it is in motion." I was especially inter-

**The PTA at this Connecticut School wanted a "different" safety program.
They found it . . . and made it live for their children . . . in
"What Did I See?" How the plan worked
is outlined here by one of its sponsors.**

figuring averages and arriving at medians.

Paul Olander, chairman for the school audio-visual committee, visited our local library, compiled a list of safety films for use during the week. The P.T.A. offered school shoulder insignia to the students of the winning class. Chief Gleason promised a tour of the police department. Then we awaited results.

They came . . . and the "we saw" criticisms fell into interesting and somewhat predictable patterns. Kindergartners were concerned with behavior . . . "a child threw an empty bottle on the sidewalk and it broke into pieces." First and second graders were also concerned with misdeeds of companions and the grief that came to children who did not obey instructions. Third and fourth grade girls and boys were more concerned with bicycle and driving safety (then in the news) and had some rules for etiquette when riding in cars. They also queried, "As a joke, do you pull someone's chair from under him? If so, were you the cause of injury to him?"

Fifth and sixth graders, the seniors in our elementary school, were more critical of their elders: "It is inconsiderate and unsafe for parents to stop cars on a busy street to talk to friends." "Mothers should not call a child across the street where there are parked cars." They also mentioned back-seat driving and bad

ested in the admonition of one group not to touch strange dogs.

Some of the children illustrated their observations, others wrote stories. Some produced a combination of illustrations and safety rules. Two little third grade girls made up a booklet for safe living and passed it around two neighborhoods. Choosing the best five was obviously a problem. But since we had specified the five best from one class we chose the first grade class which had actually answered the question "What Did I See?" We gave honorable mention to three other classes, made a poster of rules that were not winners but too good to overlook. The poster was displayed with blue ribbons at the June assembly.

As usual, those in charge learned as much as the children. New methods of approach came to mind, new fields to tackle. Moreover, there was ample evidence that past safety programs . . . programs aimed at fire, pedestrian, school, home and bicycle safety . . . had taken hold. We had the comforting realization that the children knew now that accidents didn't just happen . . . that someone's carelessness or neglect had caused them.

With this particular project, we had hoped for the fresh and unexpected. We were not disappointed.



... FOOTBALL FAN-ANTICS

It is the night of the season's biggest football game. Your school team is playing that of an adjoining town for the championship . . . at their field. Many members of your student body may drive to the game in family cars, taking along a full load of student friends. What steps would you take to safeguard these young people against hazards of the road and post-game hilarity, without seeming to limit their fun or school spirit?

How would you answer this question? In fact, how will you answer it in the weeks ahead? For this is a problem which confronts many school administrators and safety supervisors during fall months . . . a question which must be answered not just in one school or one locality, but all over the country.

To discover for you what others have done when faced with this same problem, SAFETY EDUCATION presented this question several months ago to three experienced educators from different states of the union. Their answers, as fully worked out to meet their (and perhaps your) local situation, are presented on these pages . . . as SAFETY EDUCATION'S October Forum.



NEIL L. SCHOENHALS

*Supervisor of Driver Training
Campus School
Western Michigan College of Education
Kalamazoo, Michigan*

The safe travel of student football fans to and from the big game of the season in a nearby town, and a sane celebration afterwards, cannot be achieved by a vigorous campaign just before the game. Safe driving and conduct are the result of well-developed attitudes and continuous education.

Our past years of driver and safety education are building such attitudes. This program will continue. This fall, the following activities, with their specific aim toward safe game travel, are being sponsored by the driver training class:

► First of all, buses are being furnished by the school, with the trips planned by the driving class. These trips attract the students because they are planned for fun, with group singing and games that can be played on the bus. The

plans also include a picnic type lunch on the bus after the game or an arranged stop at a respectable eating place. These bus trips reduce student travel in private cars to a minimum.

► Second activity of the driving class will be to sponsor a safety poster contest with sane game driving and conduct as their target. On the day of the big game, the class will have charge of the school assembly. The program will include awarding of prizes to winners of the poster contest, safety skits and perhaps an appropriate safety movie.

In the entire program outlined, it is important that the students be in charge. Any program of this nature planned and executed by students will bear many more fruits than one "imposed" on students by the administration.



HARLAND A. RIEBE, Ed.D.

*Associate Professor, Health Education
Eastern Illinois State College
Charleston, Illinois*

First, let us assume that this is the first time the problem has come up and no previous steps have been taken to handle it. Then the possible answer is to plan a caravan of cars, with state highway patrol cooperation if possible. This could well be preceded by an all-school assembly emphasizing the dangers involved.

Second, let us assume that this is an annual, recurring problem. And the answer then?

Some people openly and frequently state that the younger generation is rapidly "going to the dogs." I disagree violently. Youngsters today merely have more opportunities than we had to get into trouble. Where young men and

women have been given trust and responsibility in our schools they have, with few exceptions, accepted it eagerly and skillfully.

In view of this, the stated problem needs . . . no, *demands* . . . a long-range program of student-parent-faculty planning so that a specific policy covering the local situation can be developed. Such a program could result in student-driver registration, caravans, student patrols, and the like. In the final analysis, however, any plan must center on the development of proper driver (and rider) attitudes among all high school students. Without this, rules are worth less than nothing.



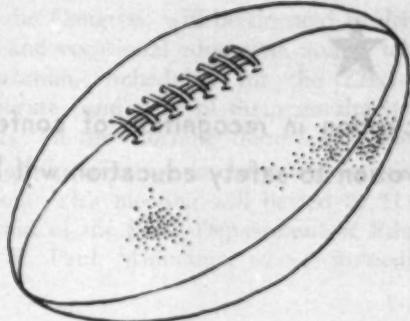
LINWOOD L. LYONS

*Coordinator of Safety Education
Santa Clara County Schools
California*

Here are some things which have been done in our area to meet this important question. One of our high school principals had a safety rally the day before the big game and caravan leaders were appointed to lead the way and set the speed. Cars were numbered and banners distributed so that as long as the cars stayed in order, the banners would spell out a school fight song. Each driver had to have a clearance slip from his parents, and only cars that were insured were allowed to go to the game and take extra passengers. A brief talk was given by the leader of the student safety council. He appealed to all students to prove that courtesy was contagious . . . to act as fine representatives of their school. Finally, students were reminded

that anyone who got out of order far enough to be reported would lose his permit to bring his car to school for the balance of the semester.

The students at this high school had been conditioned previously by courses in driver education and by talks and films from the local and state police. What was the result . . . whether of long range conditioning, or immediate planning, or both? Just these . . . none of our students were injured, no adverse reports were made, and no arrests were made by the Highway Patrol. Finally, and also important, cordial relations still exist between the two schools; a return visit is planned by the other school this year.





Reception in recognition of conference chairman's 25 years of devotion to safety education will be high point of School and College sessions.

Dr. Herbert J. Stack

Dr. Stack to Be Honored at 41st Safety Congress



EVERY National Safety Congress of the past four decades has had its high point. Usually this high point is planned in advance. Sometimes, nevertheless, it proves unexpected. But this year, for school and college people at least, it is foreordained as to occasion, time and place.

Monday afternoon, October 19, at 4 P.M. . . . on the opening day of the Congress . . . delegates will gather in the Hollywood Room of Chicago's Morrison Hotel. (The hotel is scene of all School and College Meetings.) There they will honor Dr. Herbert J. Stack, Director of the Center for Safety Education of New York University, and Chairman of the School and College Conference, N.S.C.

Speaking for the guests, J. Dewey Dorsett, General Manager of the Association of Casualty and Surety Companies, New York City, will applaud Dr. Stack for his quarter century of devotion to and efforts in behalf of safety education.

This reception will recognize an individual who has worked tirelessly over the past 25 years to improve safety education. It will also set the

tone for the school and college sessions . . . for a series of meetings built around the single theme of how to further improve safety education in the future.

As you already know, this year's School and College meetings are organized around an entirely new plan, with the first three days forming a unit of four general meetings plus three meetings each of seven small-size interest groups. Last issue **SAFETY EDUCATION** outlined for you the program for the first and fourth general sessions on Monday and Thursday, plus the specific subjects to be discussed by interest groups. This month, to complete your picture of the Congress program, we sketch plans for general and special sessions on Tuesday and Thursday.

The second general session, on Tuesday, will be presided over by Lillian Gilliland, elementary teacher at the Britton Elementary School, Oklahoma City, who is also Chairman of the Elementary School Section of the School and College Conference. This session will be divided into two parts. The first will consist of

a report on the highlights of the special interest group meetings. The second will be devoted to a presentation for discussion of the safety charter for children and youths.

This safety charter was begun by a committee of the Safety Education Supervisors Section under chairmanship of Paul Landis of the Ohio State Department of Education. As work progressed, Dr. Landis concluded that the charter

day of the Congress, will be devoted to driver, higher, and vocational education, and to school transportation. Scheduled for the 22nd are five separate (and some of them simultaneous) meetings. In the morning there will be held:

► A group meeting on safety in vocational education. This meeting will be led by Harry C. Schmid of the State Department of Education at St. Paul, Minnesota, who is immediate



For left: Walter E. Durbahn of "Walt's Workshop," WNBQ-NBC TV show, will demonstrate safe use of home and farm shop equipment at the Congress group meeting on vocational education.

Left: Dr. Bess Sondel, University of Chicago, will speak at the third general session on interactive communication.

Below left: Thelma Reed, Principal, William Volker School, Kansas City, Mo., who will be leader of a special interest group.



Center: H. A. Vaughn, Supervisor, School Bus Safety, Okla. State Dept. of Ed., will speak at School Transportation Section meeting.

Immediate left: M. R. Darlington, Jr., Inter-Industry Highway Safety Committee, will lead teen-agers in discussion of state and local traffic safety conferences.

was of concern to certain groups in the National Education Association. As authorized by the Executive Committee of the Safety Education Supervisors Section, he then formed a new committee including representatives of these groups. This second committee has now been at work five years; Dr. Landis will present at the second general session their tentative draft of the charter.

Tuesday evening delegates will gather for the third general session. George B. Tate of the Dayton, Ohio, Public Schools will present as principal speaker Bess Sondel, University of Chicago. Dr. Sondel, author of the new book, "Are You Telling Them?", will direct the audience's attention to important elements to which to listen in the demonstration of interactive communication by a special interest group which will follow. Dr. Sondel will herself then make an analysis and evaluation of the demonstration and will lead the audience in doing so.

The Wednesday afternoon, 4th general, session closes the three day unit of general and special interest meetings. Thursday, the final

past president of the American Vocational Association. Mr. Schmid will introduce two demonstrations. The first, a film on the safe use of home appliances, will be shown by Norman H. Davis, Jr., Assistant Secretary of Underwriters Laboratories, Inc., Chicago. The second will be a personal demonstration of the safe use of home and farm work shop equipment by Walter E. Durbahn, star of "Walt's Workshop," WNBQ-NBC Television Show, who is also Building Trades instructor at Highland Park, Illinois, High School. These demonstrations will each be followed by discussion.

► An open meeting of the Campus Safety Sub-committee, presided over by John W. Hill of Texas A&M College System. Mr. Hill is chairman of this subcommittee of the National Safety Council.

► A joint session of the Driver Education and Traffic Sections of N.S.C., led by Forrest Gaines of the Louisiana State Department of Education, and Retiring General Chairman of the Driver Education Section. At this session representative teen-age and adult representatives to

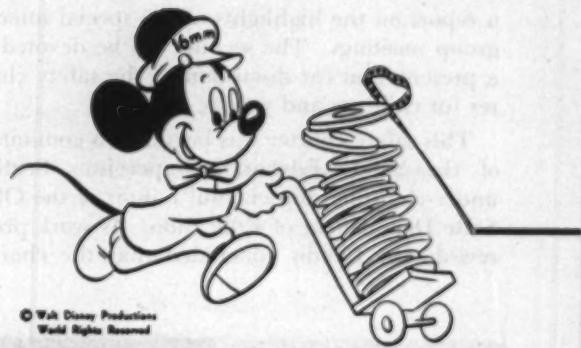
state and local traffic safety conferences held will "hash over" their experiences; their discussion will be followed by audience comment on the general subject of such state and local teen-age safety conferences. Discussion leader will be M. R. Darlington, Jr., Managing Director of the Inter-Industry Highway Safety Committee at Washington, D. C.

Thursday afternoon, at final sessions of the Congress, Leslie Silvernale of the Continuing Education Service at Michigan State College, Lansing, and General Chairman of the Driver Education Section, will preside over a group meeting on high school driver education. This session will include demonstration of three classroom driver education devices: the Auto Trainer of the American Automobile Association; the Drivo-trainer introduced by Aetna Life Affiliated Companies; and the Driver Trainer of the Center for Safety Education at New York University. Audience discussion will be led by Samuel P. Messer, driving instructor and Associate Professor of Health, University of Miami.

During the same hours Thursday afternoon the School Transportation Section will meet to hear two outstanding speakers. Henry A. Vaughn, Supervisor of School Bus Safety, Oklahoma State Department of Education, will speak on "Centralized School Bus Accident Reporting," outlining procedures, uses and results. Paul H. Coburn, Director of the Motor Transportation Division, N.S.C., will follow with a talk on "Better Programming for Better Results."

This completes the program of the School and College sessions. But it gives you only a portion of the total Congress picture, which includes equally interesting sessions for the Industrial, Home, Farm and Traffic divisions of N.S.C., as well as a giant Exposition at the Conrad Hilton Hotel where, this year, you may view as many as 225 separate displays.

Particular Congress sessions (apart from School and College meetings) which will undoubtedly be interesting to you are: the annual meeting on Monday morning, with U. S. Treasurer Ivy Baker Priest as speaker; the annual banquet on Wednesday evening; the fun fest on Thursday evening; and the sessions on "Personal Effectiveness" early Tuesday, Wednesday, Thursday and Friday mornings. These last meetings will be conducted by Paul J. Mundie, Consulting Psychologist from Humker, Mundie and McClory of Milwaukee, Wisconsin. These sessions will be held in the Conrad Hilton Hotel.



SOME time ago Walt Disney produced "Motor Mania" . . . a seven-minute Technicolor picture which casts the spotlight of penetrating humor on the two basic causes of our national safety problem . . . the average motorist and the average pedestrian.

Since then this film has received awards from many groups concerned with the traffic safety problem. Included are the National Safety Council Award, the David S. Beyer Trophy, and U. S. Camera's special certificate.

Now, in order to reach the maximum possible audience with this important story, the film has been made available in 16mm for use by industrial organizations, civic groups . . . and schools. Eighty rental libraries across the nation will distribute film prints to users for a modest fee.

In "Motor Mania" Disney uses caricature to display the miraculous (and appalling) change that comes over the average individual the moment he finds himself behind the steering

The story of Walt Disney's "Motor Mania" is one re-enacted in many American communities every day. Reading across: the kindly Mr. Walker who "wouldn't hurt a



Views AND REVIEWS

• • • SAFETY TEACHING AIDS

wheel of one of the finest "weapons of destruction"—the modern automobile. That familiar character Goofy shows what so often happens when an amiable and considerate man . . . a citizen who wouldn't hurt a fly or step on an ant . . . steps into his auto and takes the wheel in the race for the highways and the streets. He changes from the mild "Mr. Walker" to the ferocious, completely selfish and primitive "Mr. Wheeler."

Incidents in the picture are shown on these pages. They are contrived with humor as well as lamentous comment, include a spectacular series of reckless, thoughtless and indifferent acts. Driver education instructors should find it an especially helpful lesson in the importance of proper driving attitudes.

For more information on how you can rent "Motor Mania" for your school for just \$3 per day, write Walt Disney Productions, Non-Theatrical Film Division, 2400 W. Alameda Avenue, Burbank, California. Specify when you would like to rent the film, show an alternate as well as a preferred date, and allow three weeks for servicing your booking.

"bug" is on the way to the garage . . . a considerate, civilized citizen. But in a moment he becomes Mr. Wheeler . . . the arrogant, reckless, rude, combative, primitive

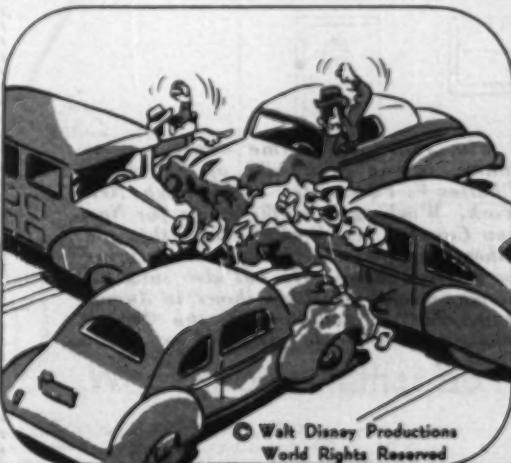
Working Safely In The Shop is a 16 m.m. sound motion picture, black and white or color, running 11 minutes, and just recently produced by Coronet Instructional Films, 65 East South Water Street, Chicago 11, Illinois. It is reviewed here by Roy R. Van Dusee, Director, School of Vocational and Adult Education, West Allis, Wisconsin, and by Victor H. Schmitt, trade and industry coordinator at the school who is also secretary-treasurer of the West Allis Industrial Safety Council.

Working Safely in the Shop is clearly not intended as a substitute for detailed classroom instruction. Instead, it provides a supplementary basis for safety education in the shop, indicating proper approach.

The identification of safe use with skillful use of tools is indicated by the opening words of the narrator: "Power tools, when properly used, are fast, accurate and safe. The habits of care and safety employed with hand tools are even more important when power tools are used. Safeguards are provided by the shop . . . these safeguards alone, however, will not guarantee safety. Safety depends on what the shop worker does."

The film goes on from here to outline safe clothing, the necessity for keeping the shop

creature. Disputing the right of way and disregarding all courtesy as well as caution, he often gets into the mess shown in the picture below. Then how he squawks!



Wee Willie Walker

Wee Willie Walker was a wacky little walker
When he walked, he kept his eyes upon the ground.
Friends of Willie's warned him
That cars and trucks could harm him
And said, "When crossing streets look all around."

But Wee Willie Walker couldn't walk the way he ought-to
Crossed the street one day and never looked around.
A car from out of nowhere
With a driver having no care
Zoomed along and knocked poor Willie to the ground.

Now the lesson in this story,
As I'm sure you children all see,
Is to keep your eyes on traffic for your life;
Never be like Willie Walker,
Cross the streets the way you ought-to
At the corner look all ways and you'll be right.

The rollicking rhyme above, set to music, is the brainchild of Patrolman Charles V. Piliers, Jr., of Wantagh, New York. Working in traffic safety for Nassau County, New York, he uses this and other original safety songs in lecturing to public schools. He has also sung his songs on local television shows, in August appeared by invitation on the "Merry Mailman" show to sing "Wee Willie Walker."

neat, for keeping outside restricted areas when not actually using a machine, and for learning the skills of operating grinder, circular and band saw, drill press, jointer and disk sander.

It is in the demonstration of machines that the film, in the opinion of the reviewers, does not meet accepted standards of safety supervisors. We feel such a film should portray the ultimate in safe practices and use of personal safety equipment, even though complete installation of such equipment may be a long range rather than an immediately achieved goal for most schools. For example, modern practice in industry . . . now being followed by not all but at least by some schools . . . is to require all who work in certain shops to wear safety glasses or other proper eye protecting equipment.

Thus, the reviewers felt that teachers in the filmed shop should have been wearing eye protection equipment at all times and that students should have worn such protection whenever working with power tools. Instead, as in the discussion of use of the grinder, the student is shown without goggles and the commentator says: "A glass shield should provide good eye protection; goggles may be worn for extra protection."

Other features not up to standard in this film:

*The electrical power to the circular saw was carried in a conduit which was laid on the floor. Since the conduit protruded above the floor, it could have been stumbled over.

*The guard in the circular saw shot was not attached so as to protect workers. The guard should entirely cover the saw when ripping and at all other times when an operation will permit the guard to be used. Probably (in the film) the bolt which held the saw guard to the arm carrying it was bolted so tightly that the guard could not settle into place properly.

*The saw guard can be used when ripping close to the fence by using a spacing strip attached to the fence. This practice might well have been illustrated.

*While it probably will not be apparent to students watching the film and listening to the instructions on how to operate a drill press, it was obvious to the reviewers that the belt pulleys and belt on this machine were exposed. A guard should have enclosed both.

The shop supervisor or teacher might well view this film and his own shop with the same critical eye . . . the smallest hazard of machine placement or omission of guard may provide possibilities for a serious shop accident, even though the student has learned well the lesson of skillful and thus safe use of power tools.

Lower Elementary

SAFETY LESSON UNIT

October, 1953 • FIRE PREVENTION



Sketch S9943-A

Tell the story the pictures tell you.

Tell about other things you can do to keep safe from fire.



Prepared by Leslie R. Silvernale, continuing education service, Michigan State College, East Lansing, Michigan, and Roland Silvernale, elementary school teacher. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

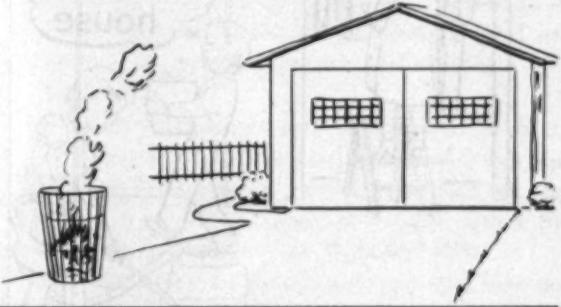
This?



Or This?



Tell why



Some Things To Do

Tell what to do to prevent fires. Make posters for your rules.

Make pictures of places which can be cleaned up to prevent fire.

Give the school fire drill rules. Tell why they are important.

Look around the school for these. Tell how each helps in a fire.

Doors opening out

Fire escapes

Exit signs

Fire extinguishers

Fire alarm boxes

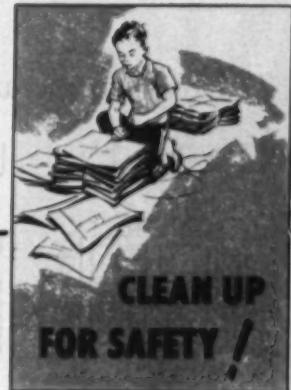
Fire hydrants

Answers: Use trash burners; burn rubbish where there is no wind; place burners away from buildings.

Upper Elementary

SAFETY LESSON UNIT

October, 1953 • FIRE PREVENTION



Sketch S9943-A

Select the right words for the blanks.

1. Dried leaves, weeds and rubbish should be _____ from ground near buildings.
2. An _____ should always be present when trash is being burned out of doors.
3. It is very dangerous to use _____ as a cleaning fluid.
4. There should be a _____ for the fireplace.
5. An electric extension cord should not be run under a _____.
6. If you don't know the number of the fire department, you should dial the _____.
7. After pulling the lever of a fire alarm box, you should _____ for the firemen to come.
8. A good way to put out a fire in a pan of burning fat is to put a _____ on the pan.
9. A child should not carry _____.
10. A grass fire should not be started on a _____ day.
11. If there is a fire, you should _____ of the fireman's way.

lid

adult

operator

removed

gasoline

wait

matches

rug

windy

fire screen

keep out

Some Things To Do

1. With other members of your class, make a home inspection blank, or get a printed one. Using this blank, inspect your home for fire hazards. Report your findings to the class.
2. With other members of your class,

visit a fire station. Ask the firemen to tell you about their work, and about how you can help prevent fires.

3. Be able to explain to the class: how to call the fire department; how to put out fire in one's clothing; how to leave a burning building; how to use a fire alarm box.

Right or Wrong

Cross out pictures showing dangerous actions. Write safety rules.

①



②



Rule: _____

③



Rule: _____

④



⑤



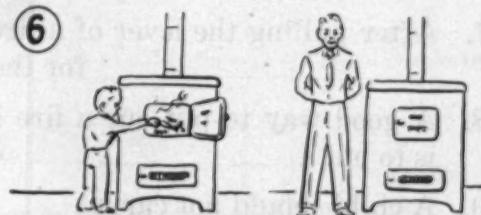
Rule: _____

Rule: _____

⑥



⑦



Rule: _____

Rule: _____



Rule: _____

Answers for previous page: 1. matches should be stored out of reach of young children. 2. Use flashlight, not candle. 3. Burn rubbish in trash cans, if clothing is on fire. 4. Keep matches, gasoline, etc., free of rubbish. 5. Use matches, not candle. 6. Children should not play with matches. 7. Put ashes in metal container. 8. Gasoline, 9. matches; 10. unplug; 11. keep out.

Answers for this page: 1. Matches should be stored out of reach of young children. 2. Use flashlight, not candle. 3. Burn rubbish in trash cans, if clothing is on fire. 4. Keep matches, gasoline, etc., free of rubbish. 5. Use flashlight, not candle. 6. Children should not play with matches. 7. Put ashes in metal container. 8. Gasoline, 9. matches; 10. unplug; 11. keep out.

Junior High School

SAFETY LESSON UNIT

October • 1953

FIRE

Do You Know Why?

Mrs. O'Leary's cow kicked over a lantern. The result was the famous Chicago fire of 1871. Approximately 17,450 buildings were burned, 250 people were killed.

In Santiago, Chile, the Church of Compania burned to the ground in a few minutes—causing the death of 2,000 people. The fire started as a result of the muslin draperies being too close to the altar candles.

Approximately 500 persons lost their lives in the Cocoanut Grove fire in Boston. The extremely rapid spread of the fire was attributed to the flammable material of the imitation palm trees.

In 1937, an explosion destroyed a New London, Texas, schoolhouse. Approximately 300 children and teachers were killed. The cause of the explosion was attributed to the accumulation of leaking gas in hollow concrete tile block walls.



Sketch 59944-A

Could These Disasters Have Been Prevented?

Let's analyze briefly the causes of the foregoing fires. The first three were caused by having flammable material near fire—hay and lantern, muslin draperies and candles, and imitation palm trees of combustible material to feed the fire. The fourth disaster was caused by failure to check regularly gas connections for leaking gas. These are human errors and are preventable errors! What can we do about them?

Do You Know "Why"?

Often times people fail to follow established safety rules because they fail to realize that safety rules are based on sound knowledge. Knowledge of science, industrial arts, and homemaking can be used to prevent fires. See if you can give the *reasons* for the safety rules listed below by completing each statement.

1. When burning trash on a hilly slope, start the fire on top because _____

2. All wire fences should have ground wires because _____

3. Never use naphtha, benzine, or gasoline for home dry cleaning because _____

Prepared under the direction of Kimball Wiles, chairman, Division of Secondary Education, and Vincent McGuire, assistant professor, College of Education, University of Florida. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.



4. Towels and pot holders should not be hung above a stove because _____

5. Do not prop electric cords with nails because _____

6. Electrical household appliances should be oiled at frequent intervals because _____

7. Always check for the causes before replacing blown fuses because _____

8. Do not use a multiple socket for carrying current to two or three electrical appliances because _____



9. Always stand to one side, rather than in front, when lighting a gas oven because _____

10. When disconnecting a cord from the wall outlet, pull on the plug cap and not the cord because _____

11. Do not dry clothes near a heater which has an exposed flame or element because _____

12. Never use flint rock to form supports for logs in a camp fire because _____

13. Matches should be kept in a metal container at a safe distance from the stove because _____

SUGGESTED ACTIVITIES

- ▶ Prepare a list of fire safety rules for the home. Ask the rest of the family to help you. Ask the local fire chief to pick the best lists.
- ▶ Prepare large size posters, indicating which exit is to be used by each classroom in case of fire. Ask each teacher to hang the poster in a conspicuous place in her room.
- ▶ Ask permission to have a small rubbish fire in a safe place in the school yard. Use various means of extinguishing it, such as water and dirt. If possible, try out a fire extinguisher. Be sure to have fire control experts present.
- ▶ Find out what your city fire regulations specify in regard to number of hoses and fire extinguishers required for your school. Check your school to see if these regulations are being met.
- ▶ Invite a representative from the local fire department to visit your school and speak on one or more of the following topics: training program for firemen, main causes of fire, fire prevention, local fire hazards.
- ▶ Invite a fire insurance representative to explain to your class why fire insurance premiums vary for different homes. Ask him how you can lower the fire insurance rates for your home.



Senior High School
SAFETY LESSON UNIT

October • 1953



Sketch S9944-A

FIRE

Fire—Master or Servant?

A famous writer once said, "Smoke rising through the trees may signify the most charming thing in the world, the hearth; or the most terrible, a conflagration."¹ It is within man's power to use fire as an instrument of comfort and help or, by carelessness, allow fire to become a Frankenstein² monster. Another famous literary figure wrote, "Fire is the best of servants; but what a master!"³ Herein lies the answer to the fire hazard. Fire under control serves us well, but fire allowed to get out of control will master us.



During 1950, fire was "master" in over a million instances. Approximately 600,000 building fires caused a loss of many lives and almost \$700,000,000. In addition, there were over 400,000 non-building fires (excluding rubbish, grass and brush fires), with a loss of \$76,840,000.

What can be done about this terrible waste of time, lives, and money? Will your knowledge of school subjects aid you in preventing fires?

1. What famous novel did this author write?
2. The wife of what famous poet wrote *Frankenstein*?
3. Who is this writer?

Do You Know the Reason Behind the Rule?

Some fires can be prevented by following the rules listed below. Do you know enough about science, homemaking and industrial arts to complete the following statements?

1. Keep the stove surface clean because _____



2. Never allow a moving belt on a machine to rub on wood because _____

3. When using paint thinner, always replace the cap immediately after using because _____

4. When cleaning the industrial arts shop, don't allow sawdust and vegetable oils to mix because _____

5. Replace fuses with sufficiently low amperage rather than higher amperage because _____

6. Put oily rags in covered metal containers because _____

7. Use explosion-proof electrical switches in paint shops and garages because _____

8. Electric motors and controls in wood shops should be dust proof because _____

9. Don't replace a fuse with a penny because _____

10. Use baking soda rather than water to put out a grease fire in a frying pan because _____

11. If the stove pilot light goes out, re-light it only after you ventilate the area around the stove thoroughly because _____

12. Never brush a rug with an open bottle of flammable cleaning fluid nearby because _____

13. Remove matches from clothing before hanging it up because _____

14. Oily rags or clothes should not be kept in a closet because _____

15. Electrical equipment should be grounded to a water pipe or other good ground because _____

Song Titles and Safety

What campfire safety rules do the following song titles suggest?



1. "Cool Water"
2. "Rock of Gibraltar"
3. "The Roving Kind"
4. "High on a Windy Hill"
5. "Careless"

Can you think of any other song titles that could be used to suggest safety rules?

•

Literature and Safety

What safety rules do the following quotations suggest?

1. "There is no fire without some smoke"

John Heywood,
Proverbes



2. "Now stir the fire . . ."

W. Cowper, *The Task*, Bk. IV

3. "The fat is in the fire"

John Heywood, *Proverbes*

4. A little fire is quickly trodden out."

Shakespeare, *King Henry VI*

5. "One fire burns out another's burning."

Shakespeare, *Romeo & Juliet*

Fire—Master or Servant? Answers:

1. *Les Misérables*
2. Mary Shelley
3. Thomas Carlyle

STOP!

IT'S TIME TO CHECK YOUR SAFETY PATROL

Properly uniformed to command attention, this patrolman is ready to perform the vital task of protecting your children. Cap, patrol belt, and identifying arm-band are all quickly recognized symbols of authority, make his job easier to perform.

(1) OVERSEAS CAPS No. 80

Inexpensive Caps that will lend dignity and uniformity to your patrol. Made of top quality Gabardine, with leather sweatbands. Trimmed with contrasting color Braid.

(2) WHITE WEB BELTS No. 100

Widely used White Web Patrol Belt made of 2" heavy quality webbing, two piece nickel rustproof buckles and pronged toggle.

PLASTIC PATROL BELTS

No. 110

New all plastic belts. Available in either white or yellow.

(3) HIGH VISIBILITY ALL RUBBER RAINCOAT SETS

Available in white, yellow and black. Personalized with your Insignia.

(4) RUBBER BOOTS AND OVERSHOES

Protect the Health of your youngsters. Keep patrol members' feet dry with Rubber Boots or Overshoes.



OTHER GRAUBARD PATROL EQUIPMENT

• CORPORAL DIGBY — The Original Safety Sentinel

An ideal traffic standard used by schools and communities from coast to coast. Protects school approaches and busy nearby intersections.

• TRAFFICONES — Are Made of Collapsible Rubber

Many large school systems are now using the BARRICADE TRAFFICONE with its PILOT ADAPTER SIGN exclusively, to show the motorist what to do and to safeguard students.

• SCHOOL TRAFFIC STANDARD — Safeguard All Crossings

Tells the Motorist to use his brakes and give the children a break.

WRITE FOR CATALOG

GRAUBARD'S

America's Largest Safety
Patrol Outfitters
266 Mulberry St. Newark 5, N. J.



Last spring Southern Illinois University held a Civil Defense Orientation Conference designed to help a small community and rural county in its organization. Planned and executed by Merle Moore, Co-ordinator of Civil Defense for the public schools of Illinois, and Dr. A. Frank Bridges, Asst. Prof. of Health and Safety Education of the University (left in picture above) the one-day conference was a pilot course. Chief objective: an overview of the civil defense program and some interpretation of its application to communities outside critical target areas.

More than 150 persons from 43 communities of the area attended the conference. Currently the civil defense message is being extended to other areas of the state with four meetings scheduled for other Illinois colleges and universities this fall. These four: Eastern Illinois State, Northern Illinois State, Western Illinois, and Old Normal.

BULL

levelled the gun at his friend and pulled the trigger in the mistaken belief that the gun could not be discharged without the firing pin.

*And a report in a Gary, Indiana, paper on a monthly accident report compiled by that city's medical inspection department. It showed that the city's school children managed to injure themselves in a number of ways in an early summer month, but that the chief cause was sports. These youngsters were hurt, mainly, playing baseball, pole vaulting, wrestling, and running track. But bystanders suffered too: one girl was struck in the nose while simply sitting on the sidelines during a ball game. And another broke several teeth in a personal attempt to be different. He went down a sliding board on his stomach and hit bottom . . . with his mouth.

*Then there was the single 24 hour period during August during which nine children were trapped in old iceboxes and died. Four boys and a girl from one family died in the first of these tragedies; four boys lost their lives in a second. The nine children ranged in age from 2 to 9; in each case they died lingering deaths in abandoned refrigerators on which doors had shut and automatically locked, with handles only on the outside.



from the news columns . . .

Read your local paper almost any day and you'll come across one of the best reasons in the world for continuing and increasing your efforts for safety education. In the past few weeks, for example, we have chanced upon items regarding . . .

*A little Denver boy whose leg was broken when he ran in front of an auto. Incidentally, the boy's dog, Butch, broke a leg also . . . but he did it leaping off a 15 foot balcony to reach the boy.

*A Chicagoland teen-ager who shot and killed himself accidentally with his father's .22 caliber rifle. He had loaded the gun and pointed it at two friends in fun. They protested, so he placed the weapon under his own chin to show them there was nothing to fear. Then it apparently discharged accidentally.

*Another Chicago teen-ager who shot and injured a friend with a .22 from which the firing pin had been removed. Police said the boy



good news, too . . .

However, the same papers which brought news of these accidents to school age children reported heartwarming news from time to time. Early in July, for example, Governor Stratton of Illinois signed a new law which prohibits the abandoning of refrigerators large enough to trap children. The law describes such an icebox as having a capacity of one and one-half cubic feet or more, with an attached lid which may be opened or fastened shut by means of

EDUCATION REPORTS AND RECOGNITION

an attached latch. There's a penalty of not more than a \$50 fine or imprisonment or not more than 30 days, or both, for anyone who abandons or discards such a refrigerator, ice box or ice chest in a place accessible to children or who knowingly permits such an abandoned box to remain there in such condition.

About the same time Illinois was thus safeguarding their youngsters by law, Erie, Pennsylvania merchants banded together, took a page in the local paper to remind drivers and parents of the special dangers ahead while children were out of school for summer and at play.

Said the ad: "Each day that you send your child off to play just a flash-second of unguarded action can cause tragedy. . . . More and more children, struck down by drivers, lose lives or limbs on today's civilian battlefield, the public street. Now is the time for extra driving caution. You can't be too careful behind that wheel. Until that peaceful day when everyone makes safe driving his No. 1 civilian objective—make it an individual matter with you. Your good example might set some reckless driver on the right road to safety! Show others the way. Be a leader at the wheel! Remember: It takes years to raise a child—but less than a second to kill one."

The ad ended with this special reminder to parents: "You too have an obligation to warn your children to be on the alert and observe all safety rules. Remember—a 'stop' in time can save 'mine' . . . and I'll be on the lookout for 'yours,' too!"



coming events . . .

November 15 to 18 at Michigan State College there will be a national conference on driver education to examine and revise the 1949 policies and recommendations for high school pro-

grams; to develop similar guides for driver education programs for adults and out-of-school youth; and to explore further the problems in teacher preparation and research as they relate to driver education.

This will be a workshop type conference. Efforts are being made to obtain widest possible representation while keeping the group to a working size. For this reason the conference will be invitational and attendance will be limited to about 235 participants. About 200 of them will be school and college delegates; the

Twenty-four year old Charles P. Cathcart is back at the William Hood Dunwoody Industrial Institute this year . . . the second time he has entered upon a year's study at the Institute as winner of the Annual Yankee Automotive Safety Scholarship.

Donated by Benjamin Putterman, President of Yankee Metal Products Corporation, Norwalk, Conn., the scholarship to the Minneapolis industrial school was awarded to the veteran on the basis of his excellent grades, industriousness, sense of responsibility and initiative during the past year at the Institute. The fund was offered to Dunwoody for the first time two years ago, on the basis of the school's excellent record in teaching techniques to promote automotive safety.

Below, Harold Putterman, Vice President of the Yankee firm, presents Cathcart his second scholarship, while Institute and Yankee staff members watch.





Give the united way . . .

No one is more aware of the need to keep children safe and healthful than the readers of this magazine. No one knows more that there are many ways to further this cause. And one of the many results of the annual Community Fund campaign is the continuance of health and welfare services for children in your own locality . . . as well as special services for troubled families, older people, the ill and the handicapped.

Red feather drives and united community campaigns in cities and towns all over the country this month will request your contribution. When you give to your town's united health and welfare campaign, you give to further a cause in which you are most interested. So give gladly . . . the united way!

rest will be consultants—safety specialists from interested national organizations.



first teen-age conference for Louisiana . .

Louisiana is planning its first Teen-Age Traffic Safety Conference for November 6 and 7. The conference will be held at Louisiana State University, Baton Rouge. Those interested should contact Forrest Gaines, Conference Coordinator, at the Louisiana State Department of Education, Baton Rouge 4.



new invention . . .

The Amarillo, Texas, *Daily News* reported early in July that turn signals for bikes had just been invented. One fits on each of the hand grips, and running lights are also built into the gadgets so that the bike can be seen from a distance at night. When Junior wants to make a turn, he signals by pressing a trigger on the approximate grip.



toxic paint . . .

Steps are being taken to protect children from toxic paints and highly flammable clothing, according to an announcement by Vice Admiral George F. Husey, Jr., managing director, American Standards Association.

The Association's Sectional Committee on Hazards to Children has authorized technical subcommittees to set up safety standards on the proper identification of non-toxic paints and on the flammability of children's clothing.

While most manufacturers of children's toys and furniture use non-toxic paints on their products, the New York City Health Department has reported a number of illnesses and deaths of children who have chewed paint from such articles.

for SAFETY PATROL EQUIPMENT

Send for new circular of Sam Browne Belts, Arm Bands, Badges, Safety and School Buttons.



We can furnish the Sam Browne Belts in the following grade—adjustable in size.

The "Bull Dog" Brand Best Grade For Long Wear White Webbing 2" wide at \$15.00 Per Doz. \$1.50 each small lots.

3 1/4" ARM BANDS Celluloid front—metal back. Web strap and buckle attachment.

No. 33 Blue on white JUNIOR SAFETY PATROL.

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SAFETY COUNCIL PATROL UNIVERSAL SAFETY WITH TITLE PATROLMAN OR CAPTAIN

Per Dozen	\$5.00	Lots of 50.....	28c each
Lots of 25	30c each	Lots of 100.....	25c each

SIGNAL FLAGS—12x18 inches
Red cotton bunting, white lettering, "SAFETY PATROL."
Per dozen.....\$6.00 Less than dozen.....\$1.00 each

Write for our Safety Patrol Circular
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The committee brought out that poisoning from direct contact with painted surfaces generally involves objects repainted in the home with paint not intended for the purpose. The technical group in this area will determine which ingredients of paints are safe from a toxicological viewpoint. Labelling of paints as being "safe" will indicate which surfaces painted with these products, if chewed, should not cause poisoning by paint.



future building needs . . .

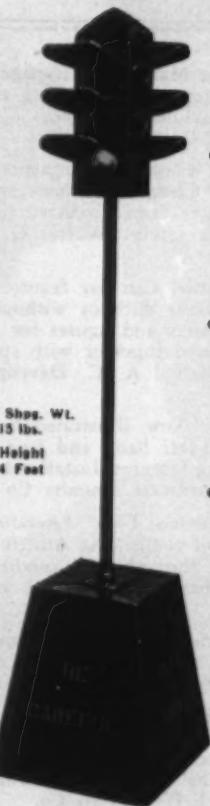
By 1956, there will be over 7,000,000 more children in elementary schools than at present, says the Advertising Council. They remind the public that this means new buildings will be needed or old ones will need to be repaired . . . that more equipment and textbooks will be required . . . and that qualified teachers must be recruited and trained in large numbers. To help do these things now . . . in order to avoid a really critical situation in a few years . . . the Advertising Council, at the request of the National Citizens Commission for the Public Schools, has been conducting a national advertising campaign. This campaign urges every parent and citizen to take an interest in his schools and to actively seek to improve educational conditions.



"It's my turn to pass the safety lessons today!"

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- Duplicates actual stop-and-go lighting cycles.

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NOW YOU CAN duplicate true traffic situations right in the classroom! The new Traffic Light Instructor which is manual in operation, duplicates the actual lighting cycle of real traffic signals. Just 4 feet high, the Instructor Light is ideal for elementary schools, high school and driver training schools. It's all-metal constructed, with shatter-proof plastic lenses. Operates on any 110 volt A.C. outlet. No special wiring needed—just plug it in. Comes complete and fully assembled. Models available to fit all local lighting sequences. Place your order NOW!

Prices and full details available on request. Write the address below.

NEW TEACHING MANUAL for traffic safety instruction. One copy free to qualified personnel. A practical 16-page guidebook on safety teaching. Prepared by a national teaching authority. Write on your official letterhead.

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TRADE PUBLICATIONS

The following publications are intended for the guidance of those responsible for the purchase of equipment to promote safety in the school. The coupon below will bring FREE to responsible school personnel any or all of those listed.

1. **Traffic Safety Teaching Manual:** A 16-page guide book on safety teaching prepared by teaching authorities for distribution to qualified instructors of traffic safety. School Safety Light Corporation.
2. **"Mr. Higby":** Booklet discusses floor maintenance in institutional buildings. Cleaning methods and specific treatment for each type floor discussed together with non-skid polishes for safety. Walter G. Legge Co., Inc.
3. **Hallway Bulletin Boards:** Circular features Davenport cork-back bulletin boards with or without glass fronts. Gummed paper letters and figures for use on bulletin boards are described together with specifications of various size boards. A. C. Davenport & Son, Inc.
4. **Electric Hand Dryers:** New illustrated brochure shows all models of Sani-Dri hand and hair dryers with new high-speed drying features. Installation plans included. The Chicago Hardware Foundry Co.
5. **How to Prevent Athlete's Foot:** Literature describes the Onox method of combatting Athlete's Foot which stresses prevention through foot conditioning. Specially designed foot bath is illustrated and explained. Onox, Inc.
6. **Safety Awards:** Information on badges and pins to be given to students as safety awards. Awards come in medal and pin styles. Williams Jewelry Co.
7. **"Color Dynamics":** Booklet that explains how color can be utilized to stimulate both pupils and teachers alike. Schoolrooms may use color arrangements in keeping with the activities for which the rooms are used. Pittsburgh Plate Glass Co.

SAFETY EDUCATION

OCTOBER, 1953

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Deft Drivers Pledge

In recognition of the values of group action, the driver education classes in West Springfield have organized a Deft Drivers club.

Members subscribe to the following pledge:

I fully realize that the car is not a plaything but a machine which has the power to injure and kill, and I will not try to show off with it.

I shall drive at all times at a speed which is reasonable and proper having regard for traffic conditions, the use of the way and the safety of the public.

I will slow down and look both ways at all intersections even though I may have the right of way, and I will not hesitate to yield my right of way when it is in the interest of safety to do so.

I will not race with other cars regardless of how much temptation it might be to do so.

I will obey all signs, street and highway markings, signal lights, and all other traffic laws and regulations.

I will not attempt to drive if I feel sleepy or over-tired.

I am fully aware of the risks involved in driving after drinking. I will not allow my car to be driven by anyone who has been drinking any form of intoxicating liquor.

I will not attempt to pass other cars unless there is plenty of room to pass with safety.

I will give pedestrians and cyclists the right of way even though they may be violating the rules of traffic safety.

I will take pride in my driving ability, keep my car in efficient operating condition, and constantly strive to become a better driver.

Thirty-one percent of 609 sixth grade pupils from fourteen elementary schools in St. Louis, Missouri, had sufficient vision defects to need expert care according to clinical examinations made by ophthalmologists. When measured by teachers, nurses or technicians on apparatus suitable for non-professional testing a small percent of the pupils needing attention were missed and a large percent of pupils passed by the ophthalmologists were found to need corrective attention.

These findings are reported by the National Society for the Prevention of Blindness in a study intended to weigh the merits of various procedures used for screening elementary school children for visual defects.



Corporal

Rodolfo P. Hernandez, U.S. Army

Medal of Honor

0200 HOURS! Suddenly the pre-dawn blackness on Hill 420 split into crashing geysers of flame. Yelling, firing, hurling grenades, a horde of Reds pushed up the hill toward G Company.

A hot fire fight began, lasting several hours. Finally, suffering heavy casualties, G Company began to withdraw. Corporal Hernandez stayed, throwing grenades and firing his remaining rounds.

Then his M-1 jammed. Fixing his bayonet, he leaped out of his foxhole and disappeared in the darkness toward the attacking Reds. They found him in the morning, wounded, ringed with enemy dead. But he had stopped the attack—alone.

"A man couldn't fight at all," says Corporal Hernandez, "if he weren't fighting for good things—peace, and a job, and a chance in the world. That's why I'm thankful to the people who've put so many billions into Defense Bonds. For I believe Bonds are a stockpile of prosperity for our country. A guarantee to men like me that we can come home to a secure future."

*Peace is for the strong!
For peace and prosperity save with
U. S. Defense Bonds!*

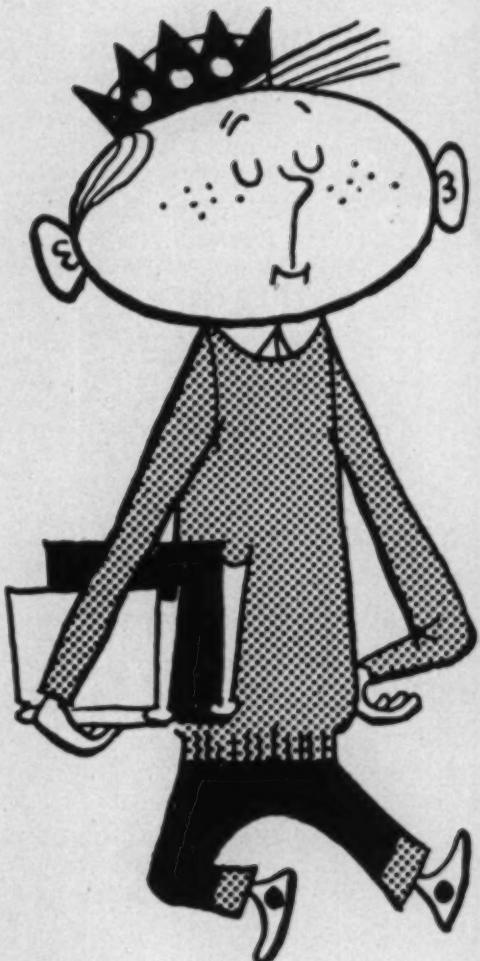
Now E Bonds pay 3%! Now, improved Series E Bonds start paying interest after 6 months. And average 3% interest, compounded semiannually when held to maturity. Also, all maturing E Bonds automatically go on earning—at the new rate—for 10 more years. Today, start investing in U.S. Series E Defense Bonds through the Payroll Savings Plan; you can sign up to save as little as \$2.00 a payday if you wish.



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A word to parents . . . teachers . . . and teachers who are parents:



FUTURE PRESIDENT?

Who knows? Give him a chance to grow up. He may surprise you! And keep a sharp eye out for future "First Ladies", too! In other words, now that school's in session . . .



**DRIVE CAREFULLY—
the child you save
may be your own.**
